Advancing Women in Leadership Journal
The first online professional, refereed journal for women in leadership

Editor: Dr. Genevieve Brown
College of Education
Sam Houston State University

Editor: Dr. Beverly J. Irby
College of Education
Sam Houston State University

Volume 30, Number 14 2010 ISSN 1093-7099

The Role of Balance in Women's Leadership Self-Identity

Dr. Robbie Palmer Hertneky

Abstract

This study explores the role balance plays in the leadership self-identity of women college presidents. Their understanding of themselves as leaders reveals the complexity of leadership. Balance goes beyond juggling personal and professional lives and time commitments. It encompasses embracing weaknesses as well as strengths without losing competence or credibility, understanding that self-confidence and missteps are compatible, knowing that language can divide as well as unite, and recognizing that leadership includes loneliness and distance along with connection and praise. Using narrative inquiry, the research examines the following: how these women describe and define themselves as leaders, what personal attributes contribute to their leadership, their past and future career intentions, how their relationships influence their leadership self-identity, and the stories they tell about themselves and their experiences. A clear picture of leadership self-identity as a holistic concept emerges, integrating five critical components—balance, authenticity, leading through relationships, composing a life, and learning. The complexity and nuance of balance as a facet of leadership, and the resulting implications for identifying and selecting leaders, is the focus of this article.

Keywords: Women, leadership, college presidents, identity

Citation: Hertneky, R. P. (2010). The role of balance in women's leadership self-identity. *Advancing Women in Leadership Journal*, *30*(14). Retrieved from http://advancingwomen.com/awl/awl_wordpress/

Introduction

Leadership requires balance (McCarthy, O'Connell, & Hall, 2005). In an environment of complex change and paradoxical choices leaders are challenged to align actions with values, weigh options, navigate boundaries, manage multiple relationships, be self-aware and understand their capabilities, and juggle professional responsibilities while trying to maintain a personal life. Leaders face the paradox of being a colleague *and* a boss, a team member *and* the decision maker; within this balance lives the loneliness of the leadership role. Self-role merger, managing the boundary between herself as an individual and herself in the role of a leader, is a facet of leadership (Conway, 2001; Hiller, 2005). A leader is challenged to mesh her perception of herself as a leader with information she receives from her environment, while observing and controlling how she presents herself to others (Brown, Van Ummersen, & Sturnick, 2001; Chandler, 1991; Hiller, 2005; Turner, 2007; Waring, 2003). The motivation to lead can come at a personal cost, on the leader as well as her family (Brown, et al., 2001; Conway, 2001; Sturnick, 1991). Buffeted by conflicting demands requiring continuing negotiation and choices, she is trying to find enough time in the day to do it all.

In my study of women college presidents, balance emerged as one component of leadership self-identity, the others being authenticity, leading through relationships, composing a life and learning. The study was based on the assumption that, to be able to be effective in a formal position of leadership, a person must perceive herself as a leader.

> The way people see themselves is so basic to how they behave and yet so "invisible" because it is such an internal and often privately held process. Yet many of the activities of individuals in organizations—and certainly of leaders in organizations—are motivated by how people perceive themselves and how they hope to have others perceive them. (Hall, 2004, p. 173)

A leader's perception of self, distinct from the perception of her by others, is leadership self-identity (Hiller, 2005). Leadership self-identity is a subtle and complex concept. It is a self-construction of experiences and self-knowledge that develops over time. One of the challenges of exploring leadership self-identity is that it may be called other things (i.e., self-knowledge, self-concept, mind-set), or it may be discussed implicitly and not labeled at all.

A clear picture of the leadership self-identity of this group of women college presidents emerged from the study. Their understanding of themselves as leaders reveals the complexity of leadership. In the interviews I asked each president to describe: herself as a leader and those whose leadership she admires; personal attributes, those that contribute to her leadership and those she needs to develop; leadership self-perception transition, when she first thought of becoming a college president; and how she sees herself now in the role of president and looking forward. We talked about how their relationships have influenced their leadership self-identity. I asked participants to reflect on their leadership at different times in their career—the present, the time at which they decided they wanted to be a college president, and future considerations such as longevity and legacy. I was curious to hear the stories they told about themselves as leaders and leadership in general.

Participants in the Study

The purpose of this qualitative study was to explore the concept of leadership self-identity in a particular population of formal leaders—women college presidents. As my doctoral research for the Antioch University PhD in Leadership and Change Program, I complied with Antioch's Institutional Review Board standards and procedures and received approval for the project.

The participants in this study were a purposeful sample of women college presidents who meet the following criteria: (a) they have been in their current presidency for a minimum of two years and a maximum of six years; (b) they are in their first presidency, and (c) they are president of a private, liberal arts institution or a campus of a state university system. Working from an American Council on Education list of college presidents, I identified a convenience sample of women presidents fitting the selection criteria in New England and Mid-Atlantic States. Eighteen presidents were invited to be interviewed—twelve accepted the invitation.

The participants fall into the following age categories: two are between 50–54 years old, five are between 55–59 years old, four are between 60–64 years old, and one is between 65–69 years old. The ethnicity of the participant pool includes one Latina, one African-American, one Middle Eastern president, and nine Caucasian women. Four are the first women presidents of their institutions and one is the first Latina president.

Ten presidents matriculated through the faculty into administrative leadership roles, one came up through higher education administration, and one came from outside the Academy into the presidency. Nine presidents came to their institutions as president and one moved from one campus within the state system to another campus to assume the presidency. Two were interim presidents of their institutions before the permanent appointment and both of those institutions were in a financial crisis at the time. All institutions are not-for-profit.

Interviews were scheduled and conducted between March and May, 2008. With the twelfth interview, no new themes emerged, an indicator that redundancy had been reached and the data gathering phase was completed. I analyzed the narrative data thematically, looking for categories, connecting threads and patterns, and themes within and across each participant's narratives. NVivo software was used in the content analysis for organizing and coding interview transcripts and, wherever possible, I used the words and phrases of the participants in the coding process. A response group of two other doctoral students checked my coding and interpretation for clarity.

Balance

The participating women presidents talk about themselves as leaders in relationship with their constituents, as representatives of and in service to their institutions, as communicators and facilitators, as people with strengths and weaknesses, willing to make mistakes and committed to learning, for themselves and others. Their career paths have been guided by mentors, shaped by choices for their own learning and development, and driven by the desire to make a difference. The presidency is a challenging position, requiring the commitment of time and energy and the

ability to balance life within and outside the role. The developing and sustaining of relationships, personal and professional, are a focus for these women. Leading complex lives requiring balance and reflection, these women rely upon deliberate use of language in their leadership expression.

The balance these women seek goes beyond balancing personal and professional lives and time commitments. They also weigh when to step in and when to hold back and let a colleague try something on their own; they understand that self-confidence and making mistakes are compatible; they serve both as a team member and make the difficult decisions as a leader; they can embrace their own weaknesses as well as strengths without losing competence or credibility; they know that language can divide as well as unite; they accept that leadership includes loneliness and distance as well as connection and praise. Balance, for them, becomes a dance of integration and living with paradox.

The literature on college presidents often mentions the strain on an individual's personal life, which is one reason why few women choose to pursue a second presidency (Brown, et al., 2001; Sturnick, 1991). Although the women presidents I interviewed shared the challenge of balancing their personal and professional lives and competing demands, they seem to enjoy the challenge. The more mature the president, the more at ease she seems with balancing her personal needs with the demands of the professional role. This may be due to her current age and stage of personal development, the outside demands of her stage in life, such as ages of children and familial expectations, and the age at which she assumed the presidency. Two presidents interviewed assumed the position in their late 40s and early 50s, four became president in their mid-50s, and six stepped into the role in their late 50s and early 60s.

Family demands vary according to the age at which a woman assumes a presidency. One of the youngest presidents interviewed for this study said, "We have an 11-year-old son who has mixed feelings about this. You know it's kind of cool to say your mom's a president on the one hand, on the other, a little jealous of the time." Another participant, who falls into the more mature group, waited until her youngest child was in college to pursue a presidency. The different circumstances and choices of these two presidents represent the breadth of experience of the women in this study; they may also represent a generational shift. It would be interesting to look at the trends of the age at which women are stepping into the role and if there is a trend toward women becoming presidents at a younger age than in the past. It would also be interesting to note whether male presidents follow a similar trend.

Two aspects of leadership self-identity recognized by Hiller (2005) are self-role merger and the personal cost of assuming a leadership position. Both of these balancing aspects emerged from the findings of this study. These women understand that, as presidents, they lose the ability to speak or act as a private citizen. "It's a role, it's not a job, it's a role," one president said. They speak as the voice of the institution and act on behalf of the institution.

> I think it's a weighty responsibility even though I joke about it. I'm still very conscious of the fact that people see me as the institution and not as a person. So I don't talk politics, I don't talk religion. Weather is a good topic.

Another president commented about the consequences of another college president's widely publicized remarks:

> What happened to Larry Summers was that he forgot for a little while that the President of Harvard can never not speak as a President of Harvard. . . . You don't step outside the role, you're always in it.

In assuming the role of president and losing the ability to speak as an individual rather than as an institution, these women must be diligent in their self-censorship and how they present themselves publicly, careful about what they say and how they dress.

The importance of physical appearance of women leaders emerged from the literature (Brown, et al., 2001; Chandler, 1991) and had been a controversial topic recently with a female candidate for President of the United States. The women in my study accept the importance of their self-presentation as the living logo of their institution and even mention how much easier it is for a man to put on a suit and tie and be ready to go. One president says with humor, "The only thing that I say that is not fair when you look at the genders: I have to get up an hour earlier to do my hair and my makeup." These women do not waste time bemoaning the injustice. They find a style that works for them, and they move on.

The most poignant example of a president balancing self and role is a young president who recognizes her naiveté.

> I hadn't anticipated how tricky it would be to be a gay President. . . I feel like I'm always sort of pushing the envelope just a bit because I want to be as honest, have as much integrity, I want to live as openly and honestly as I can, but the line that I can't cross is to the detriment of the university. And it's hard to find that line sometimes.

This is an added level of complexity in that she is not only watching herself, as others are, as a president and as a woman president, but also as a gay, woman president. She mentions having a gay, woman president as a colleague and role model, a clear example of the importance of having role models of people similar to ourselves in gender, race, age, sexual orientation, ethnicity, and ability. It would be interesting to speak with her again in ten years to see if the balancing has become easier.

As reflected in the literature (Brown, et al., 2001; Conway, 2001; Sturnick, 1991), these women talk about the commitment of time that the presidency requires. "If you look at my schedule I'm scheduled back-to-back. I think that's the toughest part because you really want to respond to everybody, and you still have to prioritize." Another president said, "I knew it would be a 24/7 position but I guess I didn't imagine that it would be quite so consuming. There is no life outside a presidency. Not in my opinion."

Although always expected to be in the role of president publicly, these women leaders balance playing the demanding presidential role, without being consumed by it, while maintaining a personal sense of self with authenticity and humanity.

> I am very comfortable, though, not necessarily being in the leading mode. When I go home, I don't have to be the leader, although I do find sometimes I tend to take a leadership role in projects, much to my family's dismay, only because I tend to be well-organized.

With family and friends, their networks of support, the role of president can be dropped. "I think my private life balances me very well. I'm very clear about that." Another president said, "I do nothing else except enjoy a terrific relationship with two wonderful daughters. And that's been lifesaving throughout." Time away from performing as a president may be spent relaxing and enjoying family, restorative activities which may be active sports or quiet reflection, or conferring with colleagues for advice and support. Relationships help them find their balance.

> You need to have someone that you can call, that you can rely upon for good advice. Not necessarily the advice that you would like to [hear], but someone who can give you an unbiased opinion, and probably someone who has been there so they know the perspective.

Knowing what they do now about the demands of the position, the presidents clearly stated that they would still take the position. None of the women expressed regret in their decision to take on a presidency or that, now having done the job for a number of years; they feel it was a bad choice for them. The cost of leadership for these women includes the lack of a personal life, due to the expectation that the president is always representing her institution and the time and energy the role demands. The presidents interviewed for this study are willing to pay the personal price of the leadership role. It is a self-selection criterion for the role of president, and not all women are willing to pay such a high price. I realize that the women in this study chose to be interviewed and other presidents, who did not accept the invitation to be interviewed or were not invited due to the sample size of the study, may respond differently.

Balance is an issue in the consideration of a subsequent presidency. Brown, et al. (2001) included second presidencies, whether the option exists for women and whether women see it as the next step in their career, as one of the five concerns of women's leadership advancement in the role of president. The women I interviewed for this study, whether or not they go on to a second presidency, offer a vibrant and laudable example of the strength of a single presidency. These woman presidents have composed their lives to make time for the balance of family and career, focus on their work and the learning it offers, build and nurture important relationships, choose an institution to lead that most matches their values and talents, give the institution their full attention to make a difference for the community, and, when the time comes, will retire from the full-time commitment to pursue other adventures.

I expect this scenario might be attractive to women considering a presidency, and at a cost they would be willing to pay. Attention is given to balancing and shaping a career and life in the demanding role of president, rather than viewing the role as a temporary step toward advancement. Although the women interviewed for this study might not expect a second presidency, they could still accept such a position if offered. Accepting a second presidency, and the inherent balancing challenges, may depend upon the age of the woman when she first stepped into the role and how long she served in her first presidency.

McCarthy, et al. (2005) reported balanced leadership as a combination of identity and adaptability and that "a [balanced] leader must be a balanced person" (p. 468). They include reflection, managing paradox, and being comfortable with change as facets of balanced leadership. I would include curiosity, maturity, the ability to prioritize and alignment.

I would call the female presidents I interviewed balanced people, and therefore balanced leaders. They engage in reflection for both self-renewal and as a way to learn from their experiences. They are not only comfortable with change, they are agents of large-scale change efforts. "It isn't change for the sake of change, but change in order to make a stronger institution, and also change [so] that an ideal situation is really embraced by the members of the organization," one said. These presidents have the personal and professional maturity to prioritize the needs of the institution with their own needs. Another president spoke of "finding the balance between what I'm willing to do as a person and what I have to do as a leader of the institution." Sometimes it means choosing to attend a daughter's graduation over the institution's ceremony.

> I sent an email in the beginning of April last year to the community and I called it "Probability" and I said, "What is the probability that my daughter's graduation from medical school will be the same day, almost the same time, as the commencement?" I said, "It doesn't matter what the probability is. It's going to happen and I'm choosing to go to my daughter's graduation," and I pushed the send button. People said to me, "The community is going to be upset, it's unheard of." The Chancellor said, "I think you should go to your daughter's graduation" and then I got a slew of emails back from people saying we wouldn't respect you if you didn't choose your daughter's graduation. And other people said, "That's great, we believe that you made the right choice."

Roberts (2007) discussed balance as alignment. "Each woman's source of strength was the alignment she experienced between her identity (professional, gender, and cultural) and the work in which she fully engaged" (p. 348). This alignment, balance, integration of selves and source of strength allows the women Roberts profiles, and the women participants in this study, to act with authenticity, bring their whole selves to work, and, "mobiliz[e] others to achieve joint successes, connecting with others to foster high-quality relationships, and passionately pursue their goals" (p. 336).

The duality of managing a career and acting as a woman is expected to act is represented in the literature (Hennig & Jardim, 1978), as is the duality experienced by women of color in leadership positions (Lindsay, 1999; Turner, 2007; Waring, 2003). The women I interviewed hold the complexity of the demands of the presidency and understand the rigor and challenges of the role. For them, balancing is a dynamic, on-going process, requiring a level of comfort with duality and complexity, and an ability to manage seemingly incompatible components of paradox. They choose to carry the responsibility of the position and feel it counterbalances the privilege and an honor to be able to serve their institutions.

> I think being a president of a university is a big privilege, because you really can make a huge positive impact on the lives of your students . . . I know it requires a lot of time, but again I enjoy what I do.

Leadership Self-identity

Balance, along with authenticity, leading through relationships, composing a life, and learning, are the critical concepts of leadership self-identity emerging from this study. These women presidents are engaged in balancing—their time, their personal lives, the needs of their families, the demands of the job, and themselves in and out of the role of president. Age and experience appear to help as they better manage priorities and as their children leave home, but they still recognize the time and energy required to do the work of the president.

These women see themselves as leaders, although the label of leader is more comfortable for some than others. They describe themselves as collaborators, facilitators, change agents, role models and teachers. Working with others and developing relationships is a priority because they see it as effective and they prefer to work that way. These presidents perform in service to their institutions, understand that they are representative of their institutions, and feel it is a privilege to be able to make a difference in the lives of their communities. As leaders they are able to assess their deficits as well as their strengths, and they often do so using humor. Standing at the center of the work of these leaders are learning and teaching, which are also personal values and the behaviors they model.

For most of the women, the goal of becoming a president emerged as they took on administrative positions of greater responsibility and had the opportunity to see what the position entailed. They were intrigued and thought it was something they could do and do well, and have fun in the process. A story they hold in common is that of a mentor seeing their potential earlier in their career and planting the seed of a possible future presidency. The seed is remembered upon reflection, rather than driving their career choices.

These women leaders make choices largely by seizing opportunities that look interesting and offer learning; the inherent risk is recognized without deterring the pursuit. The women have ideas about the future with few definite scenarios; they will see how events unfold and make decisions accordingly—what one president calls *drift and planning*. The mark that they want to make with their presidency will be one of leaving their institutions stronger than when they arrived, not one of self-aggrandizement.

Relationships are primary in their work lives and how they understand their work. The presidents see mentoring and role-modeling as part of their leadership role, because they were mentored and learned from role models in their development. They delight in collaborative efforts, which also present some of the true difficulties of the position. Personnel issues, Board relations, student and faculty-related issues are mentioned as some of the greatest challenges these women face as presidents.

They value communication and language, intrinsically and as tools of leadership. The presidents recognize the power of their voice, in joining them with others and setting them apart. There is an unfolding nature to their narratives—the unfolding of their careers, their presidencies, their families and their lives.

Although they do not use the term leadership self-identity, Ruderman and Ohlott (2002) presented similar findings from their study of high-achieving managerial women. They are interested in the "choices about 'how' to be a woman leader" (p. xii) and are looking to identify the "underlying forces guiding the personal choices and trade-offs in the lives of managerial women" (p. 5). The emerging themes of their study are authenticity, connection, controlling your destiny, wholeness, and self-clarity. Ruderman and Ohlott explained self-clarity as self-knowledge. "Women high in self-clarity approach transitions and chaotic situations with the perspective that they can learn something from them regardless of what happens, and they can admit mistakes and learn from failures as well as successes" (pp. 136-137). Their emerging themes correspond to the leadership self-identity concepts of balance, authenticity, leading through relationships, composing a life and learning.

Clearly emerging from my interviews is the holistic nature of leadership self-identity, greater than the sum of its parts, driving the actions and behaviors of the women presidents. It provides the women leaders in this study with the strength and power, even fearlessness, to act with integrity and authenticity. It encourages them to accept the paradoxical complexity and ambiguity of leading through relationships and being the lonely decision maker, and to trusting themselves as they compose their lives and careers. It equips them to face the uncertainty of taking the leap to accept a presidency, and allows them to live with and to thrive on the conditions of risk. The holistic nature of leadership self-identity helps them keep their lives in balance and supports their vulnerability as continuously learning leaders. This model of leadership self-identity provides a structure to study the subtleties of leadership and offers a template and vocabulary for the evolving leadership discussion.

Complexity, Balance and Leadership

The female leaders interviewed for this study, through their concept of themselves as leaders, reveal the complexity and nuance of balance that is a facet of leadership. They have strength of character and conviction, while practicing a style of inclusion and soliciting the input of others. They like being a team member and speak highly of their senior teams, while stepping aside to make the necessary decisions and take responsibility for them. They value loyalty and integrity, in themselves and others, believe the president sets the ethical standard for the institution, and are clear about what is expected of them and what they expect of themselves. Although they truly enjoy collaborative work, they list personnel issues among their greatest challenges as president. They have shaped their personal and professional lives according to their goals and circumstances at the time. They assumed the presidency at different ages and stages of their lives, requiring different degrees of negotiation with partners and families. Their families are important and often mentioned. The presidents present themselves as integrated—wives, mothers, daughters, friends, partners, colleagues, scholars, teachers, and presidents. They strive for balance in their lives, juggling the demands on their time and maintaining their personal identity while fulfilling a challenging institutional role.

These leaders reach out to others, as others reached out to them. Mentors, role models and teachers are an integral part of these women's concept of leadership and themselves as leaders. Mentors helped them recognize their leadership potential, and role models have shown what leadership can look like. These presidents are excited by the learning environments of their campuses and see their leadership role as a privilege and honor, an opportunity to influence and make a difference in the lives of their students, faculty, and communities.

The conceptual model of leadership self-identity that emerges from these interviews encompasses character and authenticity, connectedness, empathy, courage, confidence, passion and commitment, creativity, individuality, balance, wholeness, humor, integration, learning, voice and language, mentoring and teaching, preparation, curiosity and energy. The breadth and range of the list reflects the complexity of leadership. As such, it presents significant implications for how leaders are identified, selected, educated, and trained. Can a person learn how to apply this model of leadership self-identity to develop herself for leadership? Can a person learn to be honest and have integrity? Can she learn to respect the opinions of others and work as a member of a team? Can she develop the ability to improvise and create her life as she lives it, responding to the world around her and her core values? How does she learn to be a balanced person in order to be a balanced leader? Does she have the patience, curiosity, and stamina to learn and change? Can she learn courage, what one president calls, "a kind of quiet, consistent resolve?"

These questions point to some skills and talents that can be learned and developed and to aspects of a person's character that are more elusive. According to this leadership self-identity model, leadership requires, among other things, the capacity for critical thinking, intellectual curiosity, strong communication skills, an ability to interact effectively with a variety of people, cultural competence, courage, self-knowledge and the finesse to manage large-scale change efforts. All of these may be nurtured and encouraged by a strong liberal arts education, broad reading, a passion for language, travel and multiple professional and community service work experiences. Although skills and strategies for leadership can be taught, aspects of character—temperament and personality—lie at the core of the individual. This speaks to a more old-fashioned development of the well-rounded, integrated, whole person for leadership, rather than specialized training in aspects of leadership. As one president interviewed said, "I'm not sure that it's [leadership] something that can be taught in a series of steps. I think it's more than that. It has to do with qualities of mind and soul and experience and belief."

From this study of women college presidents a rich and complex portrait of leadership, and women's leadership in particular, emerges. These women lead fulfilling personal and professional lives, constantly balancing conflicting demands, and have the inner resolve and courage to often be the only women at the leadership table or the first woman president of their institution. They have the energy to try something new and all the while keep the big picture clearly in mind. Compelled by curiosity and eagerness to examine the world around them and understand the people with whom they work, they learn from failure and success. They have the confidence to take risk and make mistakes, along with the wisdom and the perspective that comes from self-knowledge and self-clarity. And, as role models, they exhibit the humanity of leadership with their humor and the ability to laugh at themselves.

Limitations of Study and Suggestions for Future Research

This study is an exploratory, qualitative study, producing narrative data for analysis and interpretation. The strength, and limitation, of this study is my intuition, skills of interpretation, and judgment, as is the case with all narrative inquiry.

I see this as the beginning of a line of research on balance and the complexity of leadership; the results of this study provide a basis for exploring other populations of leaders to ascertain commonalities and differences. It will take further studies to determine what this says about balance and leadership self-identity in general, and what is applicable only to the this small sample of female leaders.

References

Brown, G., Van Ummersen, C., & Sturnick, J. (2001). *From where we sit: Women's perspectives on the presidency.* District of Columbia: American Council on Education, Washington, DC. Office of Women in Higher Education.

Chandler, A. (1991). First woman anything: My experiences as first woman chair of AASCU. In J. A. Sturnick, J. E. Milley & C. A. Tisinger (Eds.), *Women at the helm: Pathfinding presidents at state colleges and universities* (pp. 24-29). Washington, DC: AASCU Press.

Conway, J. K. (2001). *A woman's education* (1st ed.). New York: A.A. Knopf.

Hall, D. T. (2004). Self-awareness, identity, and leader development. In D. V. Day, S. J. Zaccaro & S. M. Halpin (Eds.), *Leader development for transforming organizations: Growing leaders for tomorrow* (pp. 153-176). Mahwah, NJ: Lawrence Erlbaum Associates.

Hennig, M. J., & Jardim, A. (1978). *The managerial woman*. New York: Pocket Books.

Hiller, N. J. (2005). An examination of leadership beliefs and leadership self-identity: Constructs, correlates, and outcomes. *Dissertation Abstracts International, 66* (12), B. (UMI No. 3202503)

Lindsay, B. (1999). Women chief executives and their approaches towards equity in American universities. *Comparative Education, 35*(2), 187-199.

McCarthy, J. F., O'Connell, D. J., & Hall, D. T. (2005). Leading beyond tragedy: The balance of personal identity and adaptability. *Leadership & Organization Development Journal, 26*(5/6), 458.

Roberts, L. M. (2007). Bringing your whole self to work: Lessons in authentic engagement from women leaders. In B. Kellerman & D. L. Rhode (Eds.), *Women and leadership: The state of play and strategies for change* (pp. 329-360). San Francisco: Jossey-Bass.

Ruderman, M. N., Ohlott, P. J., & Center for Creative Leadership. (2002). *Standing at the crossroads: Next steps for high-achieving women* (1st ed.). San Francisco: Jossey-Bass; Center for Creative Leadership.

Sturnick, J. A. (1991). The second presidency. In J. A. Sturnick, J. E. Milley & C. A. Tisinger (Eds.), *Women at the helm: Pathfinding presidents at state colleges and universities* (pp. 96-103). Washington, DC: AASCU Press.

Turner, C. S. V. (2007). Pathways to the presidency: Biographical sketches of women of color firsts. *Harvard Educational Review, 77*(1), 1-38.

Waring, A. L. (2003). African-American female college presidents: Self conceptions of leadership. *Journal of Leadership & Organizational Studies, 9*(3), 31.

Biography

Dr. Hertneky is on the faculty at Antioch University New England in the Department of Organization & Management. She received a Ph.D. in Leadership and Change from Antioch University, a M.Ed. in Administration and Supervision from Antioch University New England and a B.A. in Art History from Williams College.